

1. What is our purpose?

To inquire into the following:

Transdisciplinary theme:

Sharing the Planet

Central idea

People can establish practices in order to sustain and maintain the earth's resources.

Summative assessment task(s):

Look at the current state of an environment.

Examine the positive/negative decisions that could be made on this environment.

What will the environment look like in 50 years if these decisions are made? Design a role play/video/song/poster/diorama to demonstrate this.

Students name the materials that have reused and recycled in the making of their lanterns and reflect and record how they could establish a practice in their homes or classroom to continue recycling.

Assessment Tools:

Rubric/Self reflection

	😊	😐	☹️
Poster	Clearly shows what might happen to the environment if people: <ul style="list-style-type: none"> do not look after the environment do look after the environment 	Clearly shows what might happen to the environment if people: <ul style="list-style-type: none"> do not look after the environment or <ul style="list-style-type: none"> do look after the environment 	Does not show what might happen to the environment in 50 years' time.
Causes and consequences	Poster clearly explains how people's actions can have an effect on the environment	Poster shows some understanding of how people's actions can have an effect on the environment	Poster shows no understanding of how people's actions can

Class/grade: Year 1

Age group: 5-7years old

School:

Title: Reduce, Reuse, Recycle

Teacher(s):

Date: Term 4 2012 – 11th April - 18th May

Proposed duration: 6 weeks



PYP planner

2. What do we want to learn?

What are the key concepts (form, function, causation, **change**, connection, perspective, **responsibility**, **reflection**) to be emphasized within this inquiry?

Related Concepts:

Lifestyle, resources, choice, waste

What lines of inquiry will define the scope of the inquiry into the central idea?

- Personal choices and our responsibility for sustainability
- **Reusing and recycling different materials**
- Reflecting on and comparing waste reduction methods

What teacher questions/provocations will drive these inquiries?

- how do our actions impact the environment?
- What can we do to reduce waste
- **What materials can be recycled and how?**
- How can the 3 Rs make a difference in the world?

Provocations:

- bag of rubbish to sort-symbols used for RRR
- Movie: Wall – E

Learner Profile Focus

-thinker, caring, principled,

Transdisciplinary Skills:

Self-management - research

Attitudes: respect

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

Pre-Assessment:

What do the 3 R's stand for? – brain storm as class.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

Formative Assessment:

-sorting and classifying rubbish

-discuss terms and definitions-+-+

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

- A larger supply of text based resources
- A more diverse range of multimedia resources
- Wall E movie
- Al Gore documentary
- Recyclables, glue, newspaper, cereal boxes glue pots, brushes, straws, scissors.

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

- Local recycling lady to visit classroom
- Visit to recycling plant, rubbish dump

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

- Recycling lady from An Phu
- Visit a tip/dump
- Parts of Al Gore movie 'An inconvenient truth'
- Diary of waste usage
- Make something USEFUL from a used product eg hats from cans, bags from recycled plastic
- Pose the question 'Where does waste end up?'
- Has 'the Word' written stories about companies who recycle?
- 'follow the lunch' track our lunch waste (Global Café/Mekong Merchant)
- Examine used items from home
- **Make recycled paper**
- Make toys from recycled goods
- Wall-E movie
- Websites –
- http://www.recyclezone.org.uk/home_fz.aspx.html (recycle zone / fun zone)
- <http://www.sproutonline.com/generic-kids-content-pages/games-overlay.aspx?id=25917> (Spout / games / reduce)
- researching artists who use recycled materials.
- Making lantern frame from straws
- Papermache on frame
- Collecting recyclables, cutting out flowers from cereal boxes
- Discuss how we can create something beautiful from rubbish

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

Students demonstrated an understanding of how their actions affect the Earth's resources. The students understand the rationale for introducing water bottles to replace non-reusable plastic cups.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

In addition to the rubric we would conference with each student. Some students chose products that did not allow them to demonstrate their full understanding of the Central Idea.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Students were aware that their actions, individually and collectively, have an impact on themselves and others.

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in "What do we want to learn?"

Change: Wall-E highlighted the changes which can occur to an environment

Responsibility: our efforts to recycle/reduce/reuse at home and at school

Reflection: How have our practices changed at home/school over the last 6 weeks? Will our environment be affected because of our actions and our learning?

- demonstrate the learning and application of particular transdisciplinary skills?

Accepting responsibility: accepting responsibility on own efforts to reduce/reuse/recycle and the affects these actions may have on others today and in the future

Application: encouraging the students to apply their knowledge to change their habits with regard to reducing/reusing/recycling

- develop particular attributes of the learner profile and/or attitudes?

Creativity: summative assessment provides students with an opportunity to demonstrate creativity

Respect: students encouraged to demonstrate respect for their own environments and the impact they have on them eg. school and home

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

- How did they recycle in ancient times?
- What can we do at school/home to protect/improve our environment?
- Can it be recycled? (asked whenever a new material is discussed)
- Are things recycled in Vietnam?
- What things are recycled in Vietnam?

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

- what can we do to reduce waste
- what materials can be recycled?

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

- Changing recycling/reducing/reusing practices at home
- Identifying items which can be recycled/reduced/reused
- Identifying labels on recyclable materials eg toilet seats
- Identified messages in advertising eg. Advertisement encouraging recycling
- Parents saying their children are watching them and are advising them on decisions within the home
- Children collecting ring-pulls at home

9. Teacher notes

- art: sculpture, toys, collage
 - Jeannie Baker books
 - visit a toxic dump/waste land (with Year 6)
 - street merchants who use recyclable materials
 - recycling cycling lady from An Phu
 - raise awareness of waste and the cost of recycling around the home and school
 - look at ways we could recycle and reduce waste around the school eg photocopying, open doors with AC
 - art with recycled goods
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- A larger supply of text based resources
 - A more diverse range of multimedia resources